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ABSTRACT

The study surveyed colleges to determine what texts were being selected for use in graduate level courses in gifted education. The types and levels of the courses, as well as the reasons for selection of the identified texts, were also determined. A summary of text content plus respondent comments is provided for the most frequently selected texts. Of the 123 questionnaires sent out, 62 individuals from 52 universities and colleges responded. Returns contained information for about 182 courses for which a total of 77 different texts were cited. Eight of the texts were chosen for at least one course by at least five respondents. The most frequently cited reasons for selecting a text were: how well the text covers the basic topics of gifted education; the way materials and topics are explained and discussed; and the presentation and discussion of program models. Among conclusions of the survey were: A wide variety of texts are used in such courses; Texts are often supplemented with periodical articles and/or instructor developed materials; A relatively few number of texts currently enjoy widespread use; Areas remain (such as practica, current issues seminars) for which an appropriate text or handbook is not now available. The text survey questionnaire is appended. The summary of each of the most frequently chosen texts also includes a list of reasons given for the selection and the number of times the text was selected. (DB)

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Text Selection for Graduate Courses in Gifted Education

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Running head: GIFTED EDUCATION TEXTS

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Abstract

This study surveyed colleges to determine what texts were being selected for use in graduate level courses in gifted education. The types and levels of the courses, as well as the reasons for selection of the identified texts, were also determined. A summary of text content plus respondent comments is provided for the most frequently selected texts.

Text Selection for Graduate Courses in Gifted Education

Introduction

The number and types of courses and programs in gifted education currently offered by colleges/universities is of interest to teachers who are or wish to be teaching and/or coordinating programs for gifted students. An indication of the value of such information may be found in Appendix A of James A. Gallagher's Teaching the Gifted Child, Third Edition (1985). This appendix lists universities offering graduate degree programs in education of gifted/talented students. This list was adapted from work by J. Parker and F. Karnes entitled "Graduate Degree Programs in the Education of the Gifted" (Journal of Education of the Gifted, Vol. 7, #3, 1984). The appearance of such information helps to document the demand for and general interest in gifted education by educators, and in graduate level programs preparing teachers to work with gifted students. In addition, a recent report to the Wisconsin Department of Public Instruction (Bayle and Laurent, 1987) contained both a summary table (pp. 99-101) of universities with gifted education programs within each state and a state-by-state listing of teacher certification requirements (pp. 92-95). Boyle and Laurent indicated that 22 states currently have some form of teacher certification/endorsement in the area of gifted education, with seven more states moving toward this.

With the above in mind, an effort to identify the types of courses taught in graduate level programs, and the texts used in

these courses, seemed both appropriate and needed. The results may assist professors who design and teach graduate courses in gifted education to identify additional texts or support for texts used in existing courses, as well as being of assistance when searching for a text for a course being developed. Such information might even spark someone to write a text to fill a need! Students who choose to become involved in gifted education also may find information about types of courses and the texts used for them helpful in choosing a program, understanding a program philosophy more easily, and identifying their area of need.

This project, therefore, attempted several things. They were:

1. To determine what texts are currently being used in graduate level gifted education courses.

2. To determine at what course level (beginning, intermediate, or advanced) their texts were identified.

3. To determine for what type of course these texts were selected (course emphasis).

4. To look for unexpected, but helpful or interesting, information about the use or non-use of texts for gifted education courses.

Basically each potential participant was asked to share what text they used, for what type and level of course, and why this text was selected.

Procedure

The general procedure used to conduct this study to obtain such information about courses and texts in gifted education

programs was carried out January through May 1988. It consisted of the following steps:

1. Letter to participants developed (see Appendix A).

2. Questionnaire developed (see Appendix A).

3. Committee on Human Subject approved procedure and materials.

4. Letter and questionnaire (with return postage envelope) sent to all universities (102) listed in the Appendix A adaptation of Karnes and Parker's work (Gallagher's Teaching the Gifted Child, Third Ed.) and to 21 colleges selected at random from Peterson Graduate Programs in the Humanities and Social Sciences 1986 (1985), pp. 807-810. Total sent was 123. A return time of March 31, 1988 was requested.

5. Returns were screened and information from them used to develop this report.

6. Several charts recording (1) bibliographic information for each text noted, (2) the number of times each was chosen, (3) the type and level of course in which the text is being used, (4) the emphasis or emphases of the course(s) for which the text was being used, and (5) the reasons for selecting the text(s) were developed. These data will be discussed in this report. Information in the above categories (except #5) is presented in Table 1.

Of the 123 questionnaires sent out, 62 different respondents in 52 universities/colleges in 27 states returned the questionnaire. These returns contained information about 182 courses for which a

total of 77 different texts were cited. An additional four respondents returned incomplete questionnaires, noting they currently do not have a gifted education program. No response was received from 66 universities/colleges to which a survey questionnaire was sent. Those states from which at least one university participated in the study are listed in Appendix B.

The major table in this report (Table 1) provides:

1. Bibliographic informaton about each text reported as being used in at least one course, alphabetically by author.

2. The emphasis of the course (or courses) for which a text is used.

3. The course level(s) for which each text is used and the number of respondents who indicated its use at that level.

4. The texts reported as being used for a course by at least five respondents.

5. The number of times each text was cited by a respondent.

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Insert Table 1 about here.

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One may note that some of the identified texts were used in courses with various emphases (i.e., survey or methods/strategies or curriculum) and at various levels (beginning, intermediate, advanced). These, as might be expected, are texts chosen by many of the respondents and appear to be texts which address either (1) a set of subtopics related to one major area (such as creativity

or teaching model) or (2) a variety of topics which might well be included in several types of courses (i.e., survey, theory, methods, and materials). As may be seen in Table 1, eight (of a total of 77) texts fell into the category of having been chosen as the text for at least one course by at least five of the respondents. (It should be noted that several texts listed once or twice for courses had been published within the last six months to one year.)

The reader should also be aware that some respondents reported the use of two or more texts in one course to attain the type and amount of topic coverage they desired. All texts, however, are reported individually in Table 1.

Table 2 presents 14 categories which identify the types of courses and their difficulty level as reported by respondents. Prior to this, it has been noted that the same text might be used not only in several types of courses, but also at several course levels. Table 2 indicates another factor to be considered: a course with a particular focus may be taught at any of the difficulty levels. An example of this is the methods and strategies grouping. This type of course is reported as being taught 16 times as a beginning level course, 17 times as an intermediate level course, and 14 times as an advanced level course. The choice of a text is a complex decision.

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Insert Table 2 about here.

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Three respondents indicated a multiple text/reading list format was used for their courses. These courses focused on specialized areas such as social-emotional components of gifted, counseling gifted students, and reading or language arts education for gifted students. As many as eight texts were identified in these lists. The texts were optional for students or the student exercised the option to choose one book from the list of "required" texts which best met his/her needs and background. See Appendix C for a list of texts used in this way.

Several other categories where material other than a single text was required were shared by respondents. Quite often the courses for which this was the case were those dealing with field experiences, current issues, and special topics (seminar format)--areas for which periodicals or materials specially developed for a particular program were felt more appropriate than a text. The variations under which such materials fell included:

1. Use only own materials.
2. Use own materials and text.
3. Use text and articles.
4. Use articles only.
5. Use list of texts and articles.

In all, 16 courses were identified as using one of these variations. See Table 3 for information about these variations.

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Insert Table 3 about here.

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The reasons explaining why which texts were selected for which course are many and varied. Each respondent's comments regarding the reason(s) he/she selected a text(s) were recorded. Two hundred sixteen reasons fell under 61 headings which were then grouped under 12 broader headings. These broader headings are listed below:

1. The fit between course objectives and the text.
2. The fit with state requirements.
3. The coverage of basic gifted education topics.
4. The coverage of specialized topics in gifted education.
5. The supplementary factors.
6. The program models.
7. The treatment of materials/topics.
8. The style.
9. The research orientation.
10. The component emphasis.
11. The recency.
12. Other.

The list of original headings is contained in Appendix D. The grouping by categories is shown in Table 4. The numbers under each category are those of the reasons listed in Appendix D. Overall, it appears the most frequently considered factors in text selection are:

1. How well the text covers the basic topics of gifted education (selected 43 times).

2. The way materials and topics are explained and discussed (selected 40 times).

3. The presentation and discussion of program models (selected 34 times).

4. How well-covered are specialized topics in gifted education, such as underachievement, creativity, and leadership (selected 24 times).

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Insert Table 4 about here.

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These factors reflect concerns relative to choosing texts which also apply to other subject areas: quality writing, thorough coverage, and appropriate topic choice. The miscellany of the "other" category also provides no reasons unique to texts written for gifted education courses. It appears that a good book is a good book.

Overall, as noted earlier, 77 texts were identified by respondents for use in courses in gifted education. Only a few texts were chosen more than five times, as can be noted in Table 5 below.

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Insert Table 5 about here.

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As the reader considers this apparent focus on a relatively small number of texts, a few possible reasons may be hypothesized.

1. The often selected texts were authored by people well established in the field and in writing texts (high visibility).

2. A number of recent additions to the field have not been available for long enough to build a following (lack of exposure).

3. The individuality which seems to be an inherent characteristic of gifted education holds true to form in text selection. (We do not think alike.)

To complete this investigation of which texts are chosen for what types of courses in gifted education, a short description of the content of each of the seven texts most often chosen (chosen five or more times) by the 62 respondents is available.[1] These texts are, in alphabetical order:

1. Clark, Barbara (1983). Growing Up Gifted (Second Edition).

2. Davis, Gary A. (1986). Creativity Is Forever.

3. Davis, Gary A. and Rimm, Sylvia B. (1985). Education of the Gifted and Talented.

4. Gallagher, James J. (1985). Teaching the Gifted Child (Third Edition).

5. Maker, C. June (1982). Curriculum Development for the Gifted.

6. Maker, C. June (1982). Teaching Models in Education for the Gifted.

7. Renzulli, Joseph S. (Ed.) (1986). Systems and Models for Developing Programs for the Gifted and Talented.

8. Swassing, R. (1985). Teaching Gifted Children and Adolescents.

The presentation of material regarding each of these texts will consist of a short description of the topics to be found in each text, and the reasons associated with the choice of each as provided by the respondents who use that text in at least one course. (Complete bibliographical information about these texts is provided in Table 1.) These discussions may be found in Appendix E.

Conclusions

To conclude this discussion of texts used in gifted education courses, the following observations are offered.

1. A wide variety of texts are used in such courses.

2. Texts are often supplemented with periodical articles and/or instructor-developed material.

3. A relatively few number of texts currently enjoy widespread use.

4. Some texts are deemed appropriate for use in courses with different emphases.

5. Some texts are considered appropriate for use in courses of different levels (beginning, intermediate, or advanced).

6. A wide variety of texts are in use, but areas remain for which a text or handbook would be appropriate (i.e., practica, current issues seminars).

7. Sixty-five of the 77 texts noted have been published during this decade.

8. The reasons for selecting texts for this area of the curriculum appear to be similar to those used to choose a text in any subject area.

9. Although response from at least one college/university (represented by at least one respondent) from 27 states was made, there remain 23 states from which no response was made. Input from these sources could change the findings.

10. Several people responded from each of a number of colleges/universities, but most responses represented one or two people per institution. The people in programs with more staff could have affected which texts were chosen more often than others.

11. Texts do not completely fill all instructor and student needs within a course structure.

12. There has been considerable text-writing activity during this decade, much of it addressing current topics.

The reader is also reminded that the material on which this report is based came from representatives of 52 institutions of 123 approached for information. An additional four institutions said they no longer had a program in gifted education, leaving 67 non-responding institutions. This study may have reported different results with additional input. For example, it is likely that private colleges, and colleges other than those appearing on the lists consulted, may have thriving graduate level programs in gifted education and, thus, would affect the findings of this study.

The author would be pleased to receive text information from additional respondents in order to update the study at a future date. Many personal notes accompanied the text information sheets. These notes expressed interest in learning what texts others were using for what types and levels of courses. It is good when we can be of service to each other and, indirectly, to our students in gifted education. Sharing our ideas on text use is one way to accomplish this service.

Appendix A

Letter and Questionnaire Form for Participants

See attached copies.

IOWA STATE UNIVERSITY

Elementary Education Department
N131 Lagomarcino Hall
Ames, Iowa 50011-3190

Telephone: 515-294-7010

February 15, 1988

The enclosed questionnaire requests information from you concerning the texts you select for use in graduate level courses in gifted education. I would very much appreciate your participation in this survey. I hope to identify the texts most used, and survey those texts as to their topic coverage. The report of this project will be sent to each person completing and returning the enclosed questionnaire. Please be sure your name and address are clearly indicated on the questionnaire.

To help this project move forward in a timely way, please complete the questionnaire and return to me in the SASE for arrival in my office by March 31, 1988. Thank you very much for your assistance. I hope to be receiving your response in the near future.

Yours truly,

Joan C. Breiter
Elementary Education
N105 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

JCB/nw

enc.

Name_____
Institution_____
Address_____
_____
_____

TEXT SURVEY QUESTIONNAIRE

Directions: Please provide the requested information for each GT course for which you select a required text.*

Course Title:_____

Course Level: Beginning Intermediate Advanced
(circle one)

Course Emphasis: _____
(Examples of emphasis might be survey course, research course, methods/strategies course, program development course, etc. Please provide your own descriptive term if none of the examples are appropriate.)

Text Used: _____
title

_____
author

_____
publisher city Copyright date

Specific Reasons(s) Selecting this Text:

_____

_____

_____

_____

*If you need more than 3 copies of this form, please Xerox as many additional copies as you need.

Appendix B

List of States from Which at Least One College/University Faculty Person Responded

California
Connecticut
Florida
Georgia
Illinois
Indiana
Iowa
Kansas
Louisiana
Maryland
Michigan
Minnesota
Mississippi
Missouri
New Hampshire
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Utah
Virginia
Washington
West Virginia
Vermont

Appendix C

List of Texts Used on an Optional Basis

Courses with no assigned text use packets, a list of texts from which students choose, and/or journal articles. They are about evenly divided between intermediate and advanced levels.

1. Bloom. Developing Talent in Young People.
2. Clark. Growing Up Gifted.
3. Colangelo and Zaff. New Voices in Counseling the Gifted.
4. Cox, Daniels, and Boston. Educating Advanced Learners.
5. Feldman. Whatever Happened to the Quiz Kids.
6. Galbraith. Gifted Kids Survival Guide.
7. Kerr, B. Smart Girls, Gifted Women.
8. Maker. Crucial Issues in Gifted Education.
9. Sternberg and Davidson. Conception of Giftedness.
10. Webb, Meekstroth, and Tolan. Guiding the Gifted Child.
11. Whitmore. Giftedness, Confident, and Underachievement.

Appendix D

Reasons for Selecting Text and

Number of Respondents Who Gave This Reason

1.	Fits course objectives.	8
2.	Fits required endorsement competencies.	3
3.	Best to be found.	5
4.	Provides specialized information regarding or for a specific group.	6
5.	Provided strategies appropriate for population.	4
6.	It's individual's own work.	1
7.	Covers basics--good basic text.	8
8.	Thorough explanation of material (topics).	3
9.	Excellent discussion of material (topics).	7
10.	Covers course content well.	4
11.	Good combination of theory and application.	9
12.	Lends itself to discussion of topic(s).	1
13.	Good overview of the field.	13
14.	Presents opposing viewpoints of topic.	2
15.	Practical suggestions (strategies, indentification, etc.).	8
16.	Emphasis on environment, process, product.	1
17.	Discussion of content modifications.	4
18.	Good charts.	1
19.	Introduction to or review of several models (thorough check, broad emphasis).	14

20.	Excellent supplementary features (glossary, etc.).	3
21.	Easy to read, readable, well written.	11
22.	Provides survey of published differentiated curriculum programs (thinking skills)	3
23.	Helpful in looking at comprehensive programs with emphasis on regular classes	1
24.	Nature/needs--cognitive and affective, etc.	8
25.	Realistic approaches.	2
26.	Current.	6
27.	Good "sense" of reader.	1
28.	Springboard to other sources of information.	11
29.	Compares program models.	2
30.	Broad perspective.	2
31.	Good, basic research-oriented text.	1
32.	User prefers the author's approach.	5
33.	Emphasis on home and school and the young child.	2
34.	Study guides.	3
35.	Detailed description of a specific model(s).	11
36.	Students like text.	2
37.	Future oriented.	1
38.	Motivating--interesting.	1
39.	Best compilation of research in the field.	2
40.	Theory oriented--philosophy oriented.	3
41.	Emphasis on curriculum and leadership.	1
42.	Good coverage--methods and curriculum.	3

43.	Only intensive coverage of subject (unclear).	2
44.	Discusses major issues.	1
45.	Instrumentation.	1
46.	Detailed analysis of process/model/etc.	2
47.	Self-evaluation component.	1
48.	Teaches about specific topic by "master" of topic/area/etc.	3
49.	Authors wrote about own models.	3
50.	Approach to progressive development is excellent.	2
51.	Helpful to start selecting a model, etc.	2
52.	Quality models included.	2
53.	Objective coverage of topical areas.	1
54.	Prior successful use--tradition.	4
55.	Few texts available for topic area.	1
56.	Author highly qualifed to write about the subject.	4
57.	Stresses program administration.	1
58.	Scholarly emphasis.	1
59.	Appropriate strategies emphasis.	1
60.	Synthesis of the literature on the topic.	1
61.	Good handbook.	1

Appendix E

Overview of Seven Texts Chosen by at Least Five Respondents for Use in at Least One Course and Overview of Respondents' Comments for These Texts

Clark, Barbara G. (1983). Growing Up Gifted (Second Edition).

This book is divided into three major sections. They are: understanding the gifted individual, the school and the gifted individual, and resources.

The section on understanding the gifted individual considers three subtopics. They are: 1) Who Are the Gifted? 2) Becoming Gifted, and 3) Growing Up Gifted. In addition to an overview of the gifted person, Clark sets the stage for her approach to gifted education, The Integrative Education Model.

In Section II, The School and the Gifted Individual, Clark first provides a rationale for gifted education and then procedes to talk about programs, indentification, models, strategies, and differentiated curriculum at both elementary and secondary levels. At this point Clark defines the Integrative Education Model. Other topics under the Section II umbrella include the gifted adolescent, special populations within the gifted population, home and school teachers of the gifted. The section is concluded with a detailed look at the possibilities inherent in using brain research in educating gifted students.

The third section, Resources, consists of lists of standardized tests of a variety of kinds plus descriptions of several individual

and group tests of intelligence, achievement, personal-social, and creativity tests. Both a subject and an author index are provided.

This text was selected 22 times and used for courses at the beginning, intermediate, and advanced levels. The emphasis of these courses was that of a survey or curriculum course in most cases. The reason given by respondents for its selection are noted below.

-- Presents plans and procedures that begin at the beginning.

-- Curriculum already in place and its emphasis fits course.

-- Emphasis on whole child.

-- Well written.

-- Covers whole range of gifted characteristics.

-- Classroom suggestions.

-- Current research.

-- Good basic research oriented source.

-- Respondents like the integration orientation.

-- Best covers etiology philosophy, curriculum concerns.

-- Good survey of topics.

-- Emphasis on home and school.

-- Emphasis on young child and aspects of child development.

-- Helpful study guides.

-- Detailed description of comprehensive program model.

-- Students like it.

-- Future oriented.

-- Easy to understand.

-- Interesting--motivational.

-- Practical.

Davis, Gary A. (1986). Creativity Is Forever (Second Edition).

While several texts in the specific area of creativity and giftedness were noted by respondents, this text seems to have the greatest number of followers (seven) among the respondents.[2]

There are nine sections in this book. They are focused as follows: personal development (creativity) and things that block such development; definitions and theories of creativity which include the author's AUTA approach; personaltity and motivational characteristics of the creative person; the process of creativity as identified by several models; the techniques used is creative thinking (new and traditional); metaphorical thinking; creative dramatics; descriptions of many tests of creativity; and a concluding section on developing personal creativeness. References and an index complete the book. There are many examples, samples, and descriptive materials provided throughout the nine chapters.

As earlier noted, this text was selected by seven of 62 respondents. When course levels were noted, they indicated the text was used for beginning and intermediate level courses dealing with a survey of the field as well as the theory of creativity, creativity training, curriculum development, methods, and strategies. Overall, the strongest emphasis was its use as a "survey" course in creativity.

The reasons provided by respondents for selecting this text include:

-- Good synthesis of information.

-- Well organized.

-- Good comparison of strategies.

-- Treatment of topic.

-- Overview

-- Brilliant illustrations and commentary.

-- Practical suggestions.

-- Research of ideas and classroom application.

-- Overview of theories and strategies related to creativity.

Davis, Gary A. and Rimm, Sylvia B. (1985). Education of the Gifted and Talented.

This text provides an overview of the field of gifted education in its 17 sections. The topics addressed are:

1. An introduction to giftedness.
2. Characteristics of gifted.
3. Planning programs for gifted (Treffinger's approach).
4. Identifying gifted and talented.
5. Acceleration.
6. Grouping and counseling.
7. Enrichment strategies.
8. Curriculum models (seven included).
9. Special areas: affective learning, critical thinking, and leadership.

10 and 11. Two chapters on creativity--one focuses on the individual and the process, the second on teaching creativity techniques (focus on the AUTA model).

12-15. Special populations--culturally different and economically disadvantaged, underachievers, females, and handicapped gifted.

16. Parenting.

17. Evaluating programs.

The text also includes a list of references and both an author and a subject index.

The Davis and Rimm text was selected for use by 13 of 62 respondents. The courses for which it was used are largely those which are introductory, survey-type courses; however, some respondents indicated its use in study of atypical populations and of curriculum models and materials. These courses were at the beginning and intermediate levels.

The reasons for choosing this text are listed below:

-- Current.

-- Good topic coverage.

-- Good use of practical research.

-- Good "sense" of reader.

-- Good methods and programming.

-- General overview and curriculum and special populations.

-- Springboard into other sources of information.

-- Readable.

-- Overview of nature/needs of gifted.

-- Can compare programming models.

-- Good coverage of different curricula.

-- Includes areas often not covered in a survey level course.

Gallagher, James A. (1985). Teaching the Gifted Child, (Third Edition).

This text is divided into five parts, each with subtopics. Part One focuses on the gifted child and the school program. Its subtopics deal with definition, identification, characteristics, and school adaptations related to gifted students.

Part Two discusses contents modifications for the gifted under the heading of mathematics, science, social studies, language arts, and visual and performing arts.

The third part of the text addresses skill adaptation for gifted children, focusing on problem solving and finding, and on creativity.

Part Four discusses administrative adaptations and personnel preparation (teachers and other) for gifted education; while the fifth part addresses special populations of gifted.

Each chapter includes a look at unresolved issues, chapter review, and references. There are several appendices identifying such things as universities with graduate level gifted education programs, organizations focused on gifted, etc., plus an index.

This text, chosen by 18 of 62 respondents, is basically a thorough introduction to the field of gifted education. It is most often selected for use in beginning survey courses, but is also used in both intermediate and advanced level courses. It would seem a major characteristic of this text is its flexibility.

The reasons for selection provided by respondents are:

-- Broad background, covers major areas.

-- Emphasis on contents areas provided.

-- Emphasizes nature and needs of gifted.

-- Good foundation developed by individual with great information and scope.

-- Best fits to course purpose.

-- Well-written and research-supported.

-- Organized.

-- Current overview.

-- Tradition.

-- Highly respected, reputable author.

-- Past success with use.

-- Students acceptance.

-- Chapter on special populations.

-- End of chapter summaries and questions.

-- Author was my advisor.

-- Familiarity with approach.

-- Gets students thinking about planning for curriculum areas.

-- Stresses program administration.

-- Stresses area of curriculum.

Maker, C. J. (1982). Curriculum Development for the Gifted.

Three broad sections--general principles of curriculum development, developing your own program, and integrated approaches--define the scope of this text, which was chosen by five of 62 people.

The first section focuses on content, proven product, and learning environment modification, while the second section is concerned with developing one's own program. It looks at teaching-learning models and how to combine them, at the general considerations which affect adaptation or selection of models, a curriculum development plan, how to adapt curriculum for special populations, and how to develop an individualized program.

The final section looks at integrated approaches which consider such areas as a world cultures program, an elementary resource room program, a program for culturally different, potentially gifted children of preschool age, and a high school seminar program.

Additional helpful factors include an appendix dealing with tests, references, and a combined author-subject index.

Maker's text was selected for courses dealing with curriculum design and development and methods/strategies. These courses were noted as being at the beginner, intermediate, and advanced levels by the five respondents who reported using this book. Their reasons for selecting Maker's book were:

-- Emphasis on environment/process/product.

-- Content modification.

-- Best available.

-- Organized overview of curriculum development for gifted.

-- Good charts.

-- Ties in curriculum and program.

-- Models--broad enough presentation.

-- Provides framework.

Maker, C. J. (1982). Teaching Models in Education of the Gifted.

This text surveys, in-depth, ten program models. After presenting an introduction to the topic of program models it discusses the role of teaching-learning models in curriculum development for gifted students. The models discussed are: 1) the cognitive and affective taxonomies (Bloom and Krathwohl); 2) the basic structure of a discipline (Bruner); 3) the structure of the intellect (Guilford, J. P.); 4) the discussion of moral dilemma (Kohlberg); 5) creative problem solving (Parnes, Sidney); 6) the enrichment tread (Renzulli, J. S.); 7) teaching strategies program (Taba, Hilda); 8) multiple talent approach (Taylor, Calvin); 9) self-directed learning (Treffinger, Donald); and 10) teaching strategies for thinking and feeling (Williams, Frank S.).

The final chapter discusses the development of a comprehensive approach by discussion, curriculum development, model assessment, choosing a model, integrated approaches, and a brief conclusion. References and a combine subject-author index complete the text.

The 17 of 62 respondents who used this text reported its choice for use in all three levels of difficulty (beginning, intermediate, and advanced). The course emphasis for these courses was most often labeled as methods/strategies, program development, instruction/ curriculum, curriculum and methods, and curriculum development. This, too, seems to be a versatile text.

The reasons for selecting this text are as follows:

-- Excellent presentation of major models.

-- Useful review of ways to integrate models.

-- Appropriateness of models provided.

-- Thoroughness of treatment of each model.

-- Fit course objectives and required competencies for endorsement.

-- Excellent review of major models.

-- Comprehensive/systematic overview of large number of curriculum models.

-- Wealth of information and resources presented.

-- Allows for assessment of variety of practical alternatives for programming.

Renzulli, Joseph S. (Ed.) (1986). Systems and Models for Developing Programs for the Gifted and Talented.

This text also deals with curriculum models, but uses a different approach. The author (or authors) of each of 15 program systems/model included contributed his/her description and discussion of the system/model he/she developed.

The models included are: 1) SMPY's Model for Teaching Mathematically Precocious Students (Benbow, Camilla P.); 2) The Autonomous Learner Model for the Gifted and Talented (Betts, George T.); 3) The Integrative Education Model (Clark, Barbara); 4) The Learning Enrichment Service (LES): A Participatory Model for Gifted Adolscents (Clifford, Jerry Ann, Runions, Ted, and

Smyth, Elizabeth); 5) The Purdue Three-Stage Enrichment Model for Gifted Education at the Elementary Level (Feldhusen, John and Kolloff, Penny Britton); 6) The Purdue Secondary Model for Gifted and Talented Youth (Feldhusen, John and Robinson, Ann); 7) The Grid: A Model to Construct Differentiated Curriculum for the Gifted (Kaplan, Sandra N.); 8) The SOI System for Gifted Education (Meeker, Mary and Meeker, Robert); 9) The Enrichment Triad/Revolving Door Model: A Schoolwide Plan for the Development of Creative Productivity (Renzulli, Joseph and Reis, Sally M.); 10) The Secondary Triad Model (Reis, Sally M. and Renzulli, Joseph S.); 11) Cultivating Simultaneous Student Growth in Both Multiple Creative Talents and Knowledge (Taylor, Calvin W.); 12) Talents Unlimited: Applying the Multiple Talent Approach in Mainstream and Gifted Programs (Schlicter, Carol); 13) The Enrichment Matric Model (Tannenbaum, Abraham J.); 14) Fostering Effective, Independent Learning Through Individualized Programming (Treffinger, Donald J.); and 15) The Cognitive-Affective Interaction Model for Enriching Gifted Programs (Williams, Frank E.).

There is no index, reference list, or comparative charting of the systems/models presented. The reader makes such decisions based on his/her interpretation of what the author of the model is saying. There is a set of questions presented for each model. These questions encourage the reader to do some critical thinking about each model.

As with several others, this text was selected for use with courses at all three levels. The 22 of 62 respondents who used this

text identified the emphases of the courses as program planning/ development, methods/strategies, models/components, program models, curriculum development/design, and development/administration of/ evaluation of gifted programs.

Reasons for selecting this text are provided below:

-- Provides exposure to primary sources regarding major models of gifted education.

-- People who developed the models wrote the chapter.

-- Latest book out on the topic.

-- Instructor favors Renzulli's approach.

-- Models are particularly pertinent to serving the gifted.

-- Best survey of contemporary models.

-- Fits the course objectives.

-- Good follow-up questions.

-- Excellent systems approach to program development.

-- Allows for elaboration and research.

-- Wide coverage of systems.

-- Readable.

-- Helpful to student selecting a program model.

-- Quality of models covered is good.

Swassing, Raymond H. (1985). Teaching Gifted Children and Adolescents.

There are four major sections in this text. Section One is called "foundations" and provides an overview; identification, assessment, and individualization; social and emotional development

of gifted children and youth; and meeting the needs of preschool gifted children. Each chapter is written by an author or authors with special expertise in that area.

Similarly, the four content areas (mathematics, science, social studies, and reading and writing) chapters are written by experts in these areas. Part Three continues the use of experts for each area. These areas are using computers, career preparation, developing creativity, and program implementation.

The authors represented in this text are: Raymond H. Swassing, Joan S. Wolf, Thomas M. Stephens, Nancy J. Golman, Sylvia Rosenfield, M. E. Kersh, F. K. Reisman, Carolyn M. Callahan, Emily D. Stewart, Walter B. Barbe, Michael M. Malone, John J. Trifiletti, E. S. Fleming, Beverly N. Parke, and G. Fichter.

Appendices to this text provide selected reference and journals for parents and professionals in gifted education. There is a combined author-subject index.

This course was identified by five of of 62 respondents. They chose it for use in courses emphasizing methods/strategies, research areas and program development, and curriculum. These courses were largely at the intermediate level, but at least one course was identified as a beginning course and one as an advanced course.

Respondents' reasons for selecting this text were as follows:

-- Based on research by noted authors in their field.

-- Readable, objective coverage of topical areas.

-- Reasonably current.

-- Practical methods/materials to enhance creativity in teaching.

-- Successfully used.

-- Application of models is excellent.

-- Indepth treatment of major subject areas.

Table 1

Identified Texts for Gifted Education Graduate Programs

Titles by author	Number of times selected	Course level and emphasis
Adams, J. L. (1986). Conceptual Blockbusting (3rd Ed.). Reading, MA: Addison-Wesley.	4	A (1) and ? (2)--theory and practical development of creativity in self; A (1)--creativity and problem solving
Adderholdt-Elliott, Miriam (1987). Perfectionism: What's Bad About Being Too Good. Minneapolis: Free Spirit Publishing Co.	1	A--internship/field experiences
Bartkovich, Kevin G. & George, William (1980). Teaching the Gifted and Talented in the Mathematics Classroom. Batlimore, MD: Johns Hopkins.	1	?--methods/strategies
Beyer, B. (1987). Practical Strategies for the Teaching of Thinking. Boston: Allyn & Bacon, Inc.	1	B--methods/strategies in teaching thinking skills

Note: Course levels indicated are: A = advanced, I = intermediate, B = beginning, ? = unknown.

* text selected five times or more

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Bloom, Benjamin S., et al (1954). Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: Longmans.	1	A--curriculum theory and development
Borck, L. E. & Fawcett, S. B. (1982). Learning Counseling and Problem-Solving Skills. New York: Hayworth Press.	1	A--guidance strategies
*Clark, Barbara (1983). Growing Up Gifted (2nd Ed.; 3rd Ed. 1988). Columbus, OH: Merrill.	22	B(11), I (1), A (1)--survey; B (1), I (1)--procedures/methods/strategies; B (3)--nature, needs, identification; I-A (1), I (1)--curriculum ? (1)--preschool child development A (1)--?
Clark, B. (1986). Optimizing Learning. Columbus, OH: Merrill.	4	I (1)--integrative approach; A (1)--methods; A (1)--internship; B (1)--overview

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Clasen, R. (Ed.) (1978). Simple Gifts. University of Wisconsin.	1	?--overview
Clendening, C. P. & Davis, R. A. (1980). Creating Programs for the Gifted. R. R. Bowker.	1	A--program development
Casta, A. L. (Ed.) (1985). Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: ASCD.	4	A (2), B-I-A (1), B (1)--methods and strategies, various curriculum areas
Cox, P.; Daniels, N.; & Boston, Bruce O. (1985). Educating Able Learners. Austin, TX: University of Texas Press.	2	B (1)--survey; I (1)--program development
Crowl, Thomas (1986). Fundamentals of Research: A Practical Guide for Educators and Special Educators. Publisher: Horizons.	1	A--seminar/research topics
*Davis, G. (1986). Creativity Is Forever (2nd Ed.). Dubuque, IA: Kendall-Hunt.	7	I (1), ? (1)--theory of creativity; B (1), I (1), ? (2)--survey; I (1)--curriculum development

(table continues)

Titles by author	Number of times selected	Course level and emphasis
*Davis, Gary A. & Rimm, Sylvia B. (1985). Education of the Gifted and Talented. Englewood Cliffs, NJ: Prentice-Hall.	13	B (6), I (2)--survey/ introduction; B (1)--methods/ strategies; B (2)--identification/ nature of gifted; ? (1)--overview/ atypical population; I (1)--curriculum models and materials
Keating, D. P. (1976). Intellectual Talent, Research and Development. Baltimore, MD: Johns Hopkins.	1	A--research/survey
Dennis, W. & Dennis, M. W. (1976). The Intellectually Gifted: An Overview. Grune and Stratton.	1	A--research/survey
Duell. Teaching With Charisma. (No other information available.)	1	?--methods, materials
Ehrlich, Virginia (1985). Gifted Children: A Guide for Parents and Teachers. New York: Trillium Press.	1	B-I--emphasis not indicated

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Feldhusen, J. (Ed.) (1985). Towards Excellence in Gifted Education. Denver, CO: Love.	2	I (1)--psychological, career, affective development of gifted B (1)--survey
Freeman, Joan (1985). The Psychology of Gifted Children. England: Wiley Press.	1	I--research on psychological orientation of gifted
Gailbraith, J. (1987). The Gifted Kids Survival Guide II. Minneapolis: Free Spirit Publishing Co.	1	I--counseling, strategies, gifted theories
Gallagher, J. J. (1985). Educating Gifted Children (3rd Ed.). Boston: Allyn & Bacon.	1	B--survey course
*Gallagher, J. (1985). Teaching the Gifted Child (3rd Ed.). Boston: Allyn & Bacon.	18	B (8)--survey/introduction to major and content areas; B (3), I (2), A (2)--methods, materials, strategies I (1)--introduction to psychology of gifted A (1)--?

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Horowitz, F. D. & O'Brien, M. (1985). The Gifted and Talented: Developmental Perspective. Washington, D.C.: APA.	1	B--survey, research and models
Howley, Anne; Howley, Craig; & Pendarvis, Edwin D. (1986). Teaching Gifted Children: Principles and Strategies. Boston: Little Brown and Co.	2	B (1)--survey; A (1)--program development and evaluation
Isaken, Scott G. & Treffinger, D. J. (1985). Creative Problem Solving: The Basic Course.	1	A--creativity and psychology
Jordan, J. J. (Ed.) (1981). An Administrator's Guide to Developing Gifted Teaching Programs. Reston, VA: CEC.	2	A--survey/administrative design of gifted programs
Kail and Pellegrino (1985). Human Intelligence: Perspectives and Prospects. New York: Freeman.	1	A--seminar, theory of intellect
Karnes, F. & Collins, E. (1984). Handbook of Instructional Resources and References for Teachers of the Gifted (2nd Ed.). Boston: Allyn & Bacon.	1	B--methods/materials

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Karnes, M. (Ed.) (1983). The Underserved: Our Young Gifted Children. Reston, VA: CEC-ERIC.	2	B (1)--survey, B (1)--methods/ strategies with preschool gifted
Khatena, J. (1982). Educational Psychology of the Gifted. New York: John Wiley & Sons.	3	A (1)--family counseling and needs of the gifted; ? (1)--psychological/ educational principles related to gifted ? (1)--curriculum
Kitano, Margie K. & Kirby, Darrell F. (1986). Gifted Education: A Comprehensive View. Boston: Little Brown and Co.	4	I (1), A (2)-- strategies/curriculum/ materials/programs; B (1)--survey and characteristics

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Koberg, D. & Bagnau, J. (1981). The Revised All New Universal Traveller: A Soft-System Guide to Creativity, Problem Solving and the Process of Reaching Goals.	1	B--survey
Maker, C. J. (1986). Critical Issues in Gifted Education: Defensible Programs for the Gifted. Rockville, MD: Aspen Systems Corp.	1	A--program development
*Maker, C. J. (1982). Curriculum Development for the Gifted. Rockville, MD: Aspen Systems Corp.	5	I (1)--methods/ strategies; I (2), A (1)-- curriculum development; B (1)--curriculum design
*Maker, C. J. (1982). Teaching Models in Gifted Education. Rockville, MD: Aspen Systems Corp.	17	A (2)--applying theory; B (3), I (4)--methods/ strategies; ? (1)--strategies/ program development; I (1)--models;

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Maker, C. J. (cont'd.)		? (1), A (1), I (1)--curriculum development; ? (2), A (1)--program design/development
McClure, Cook, & Thompson (1977). Experience-Based Learning: How to Make the Community Your Classroom. Portland, OR: NREL.	1	A--methods/strategies
Nickerson, A. S.; Perkins, D. N.; & Smith, E. E. (1985). The Teaching of Thinking. Hillsdale, NY: Erlbaum Press.	1	B--methods/strategies
Noller, R. A Bird's Eye View of CPS. DOK.	1	B--methods/strategies
Parker, Jeanette (1988). Instructional Strategies for Gifted Students. Boston: Allyn & Bacon (available summer 1988)	1	?--practicum with gifted students
Parnes, Sidney J. (1981). The Magic of Your Mind. Buffalo, NY: Creative Education Foundation.	1	B--methods/strategies

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Passow, A. H. (Ed.) (1979). The Gifted and Talented: Their Education and Development. NSSE Yearbook.	1	A--research/survey
Perkins, David N. (1983). The Mind's Best Work: A New Psychology of Creative Thinking. Harvard University Press.	1	A--creativity and psychological strategies
*Renzulli, J. S. (Ed.) (1986). Systems and Models for Developing Programs for the Gifted and Talented. Mansfield, CT: Creative Learning Press.	22	A (7), I (2), ? (2)--program planning and development; ? (1), A (1), I (1)--curriculum models, development, design; B (1)--survey; B (1)--psychology of atypical gifted population; ? (1), I (1)--strategies/methods; A (1), I (1)--models; ? (1), A (1)--principles/curriculum development

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Renzulli, J. (1977). The Enrichment Triad Model. Mansfield, CT: Creative Learning Press.	1	B--survey
Renzulli, J. and Barbe, W. (1981). Psychology and Education of the Gifted (3rd Ed.). Irvington Press.	1	A--nature/needs of gifted children
Renzulli, J. and Reis, S. (1986). The Schoolwide Enrichment Model. Mansfield, CT: Creative Learning Press.	2	B (1)--survey; I (1)--methods/ strategies
Renzulli, J. and Reis, S. (1986). The Triad Reader. Mansfield, CT: Creative Learning Press.	1	B--survey
Renzulli, J.; Reis, S.; & Smith, L. (1981). The Revolving Door Identification Model. Mansfield, CT: Creative Learning Press.	1	B--survey
Richert, Alvino, et al (1982). Identification Handbook: National Report on Idendification. Sewell, NJ: ERIC.	1	A--identification (criteria and instruments)

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Roedell, W. C., et al (1980). Gifted Young Children. New York: Teacher's College Press.	1	?--preschool - home and school
Rothenberg, A. & Hausman, Carl P. (Ed.) (1976). The Creativity Question. Durham, NC: Duke University Press.	4	A (1)--theory/practice; B (1), A (1), ? (1)--survey
Salzia & Ysseldyke (1988). Assessment in Special and Remedial Education. Boston: Houghton Mifflin.	1	I--methods for personalized assessment
Schmitz, C. C. & Galbraith, J. (1985). Managing the Social and Emotional Needs of the Gifted. Minneapolis: Free Spirit Publishing Co.	1	I--survey/methods/ strategies
Sellin, Donald & Birch, Jack W. (1980). Educating Gifted and Talented Learners. Rockville, MD: Aspen Systems Corp.	2	B (1)--relating basic and gifted curriculum; B (1)--review of confluent education and helping skills

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Sellin, D. & Birch (1981). Psycho-Educational Development of the Gifted/Talented Learner. Rockville, MD: Aspen Systems Corp.	1	B--overview of the gifted/talented learner
Sisk, Dorothy (1987). Creative Teaching of the Gifted. New York: McGraw-Hill.	1	A--methods/strategies
Sisk, D. & Shallcross, D. (1985). The Growing Person: Guiding Healthy Emotional Development in Children. Buffalo, NY: Bearley Limited.	1	A--consultation in guiding gifted
Stanley, George & Solen● (1977). The Gifted and Creative: A Fifty Year Perspective. Baltimore, MD: Johns Hopkins.	1	A--research/survey
Stemberg, R. J. & Davidson, J. E. (Eds.) (1986). Conceptions of Giftedness. Cambridge, England: Cambridge University Press.	3	A (1), B (1)--survey course; A (1)--seminar (identification and programs)
*Swassing, R. (1985). Teaching Gifted Children and Adolescents. Columbus, OH: Merrill.	5	I (1)--research area; B (1)--methods/strategies; I (1)--research and program development;

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Swassing, R. (cont'd.)		I (1), A (1)--curriculum and methods/strategies
Takacs, Carol (1986). Enjoy Your Gifted Child. Syracuse, NY: Syracuse University Press.	1	A--guidance strategies
Tannenbaum, Abraham (1983). Gifted Children: Psychological Educational Perspectives. New York: MacMillan.	1	I--cognitive, affective and creative development
Tayler, I. A. & Getzels, J. W. (1975). Perspectives in Creativity.	1	B--survey in creativity
Torrance, E. P. (1984). Mentor Relationship. Buffalo, NY: Bearley Limited.	1	?--theory of creativity, creativity training, self-creativity
Torrance, E. P. (1979). The Search for Satori and Creativity. Buffalo, NY: Creative Education Foundation.	4	I (2)--methods/strategies; B (1)--survey; ? (1)--the person, process, learning environment

(table continues)

	Number of times selected	Course level and emphasis
Treffinger, D. (1986). Blending Gifted Education With the Total School Program. Buffalo, NY: DOK.	1	A--individual programming
Treffinger, D. & Feldhusen, J. (1985). Creative Thinking and Problem Solving in Gifted Education. Kendall Hunt.	1	?--creativity techniques
Treffinger, D.; Feldhusen, J.; & Hohn (1979). Reach Each You Teach. Buffalo, NY: DOK.	1	B--methods/strategies
Tuttle & Becker (1983). Characteristics and Identification. Reston, VA: CEC.	1	I--tests, identification
Van Dalen, D. B. (1978). Understanding Educational Research (4th Ed.). McGraw-Hill.	1	?--research seminars
Van Oech, R. (1986). A Kick in the Seat of the Pants and (1983) A Wack on the Side of the Head. New York: Warner Communications.	1	?--creative development of self
Van Tassel-Baska, Joyce (Ed.) (1983). Practical Guide to Counseling Gifted in a School Setting. Reston, VA: CEC.	1	I--survey/methods/ strategies

(table continues)

Titles by author	Number of times selected	Course level and emphasis
Ward, V. S. (1980). Differential Education for the Gifted. Ventura, CA: Ventura County Superintendent of Schools.	1	A--administrative design of gifted/ talented programs
Webb, J., et al (1982). Guiding the Gifted Child. Columbus, OH: Ohio Psychological Publishing Co.	3	B (1)--counseling theory and strategies; ? (1)--parents and guidance methods; I (1)--survey of methods and strategies
Weisberg, R. W. (1986). Creativity: Genius and Other Myths. W. H. Freeman & Co.	1	I--theory and practical understanding of creativity and its development
Wost, Wm. W. (1980). Teaching the Gifted and Talented in the English Classroom. Washington, D.C.: NEA.	1	A--methods/strategies
Whitmore, J. R. (1980). Giftedness, Conflict and Underachievement. Boston: Allyn & Bacon.	2	I (1)--counseling theory and strategies; ? (1)--survey of underachieving gifted

Table 2

Course Focus: Fourteen Groups

Group	Course Level ?	B	I	A	Total Number
One					
program development	5	0	3	13	21
curriculum development	3	1	6	5	15
curriculum design	1	1	1	1	4
curriculum models, materials	0	0	3	1	4
administrative design of program	0	0	0	2	2
					46
Two					
counseling (family)	2	0	2	1	5
guidance strategies	0	1	1	1	5
					10

Note: Course Levels: ? = unknown; B = beginning; I = intermediate; A = advanced.

(table continues)

Group	Course Level ?	B	I	A	Total Number
Three					
development of the individual-					
psychological	1	3	1	0	5
theory of the intellect	0	0	0	1	1
					6
Four					
methods, strategies, materials	3	15	17	13	48
methods, strategies regarding					
thinking skills	0	1	0	0	1
theory and practice	0	0	0	1	1
					50
Five					
assessment	0	0	2	0	2
identification of nature/needs					
of gifted, criteria and					
instruments	0	5	0	2	7
					9

(table continues)

Group	Course Level ?	B	I	A	Total Number
Six					
survey of field	2	32	3	5	42
Seven					
creativity	8	2	3	4	17
Eight					
individual programming	0	0	0	1	1
Nine					
research seminar	1	0	0	3	3
Ten					
relating the regular and gifted education classrooms	0	2	0	0	2
Eleven					
atypical population	2	1	0	0	2
Twelve					
pre-school child development	2	1	0	0	3
Thirteen					
practical field experience	1	0	0	1	2
Fourteen					
focus not indicated by respondent	0	1	1	2	4

Table 3

Courses for Which Materials Other Than a Required Text is Used

Sub-category	Course emphasis reported (numbers)
1. Use own material	curriculum and instruction (3)
	field experience (2)
	assessment and evaluation (1)
	atypical gifted (1)
	special topics in education of gifted (1)
	current issues seminar (1)
2. Use reading from special journal	curriculum (2)
3. Use multiple text/reading list	social/emotional components of gifted--8 book list (1)
	reading/language arts for gifted students (1)
	counseling gifted (1)
4. Students find own material	seminar--problems in educating of mentally gifted (1)
5. Own packets and optional tests	trends/issues

Note: Course levels involved were beginning (0); intermediate (6); advanced (3); and not noted (3).

Table 4

Reasons for Selecting Texts by Collapsed Categories

Reason (with corresponding numbers from Appendix D)	Total Number of Respondents
Fit between course objective and text (1)	8
Coverage of specialized topic areas in gifted education (4, 5, 33, 37, 41, 43, 48, 53, 56)	24
Program models (17, 19, 29, 35, 46, 49, 51, 52, 23)	34
Style (21, 27, 28, 38)	24
Component emphases (57, 45, 47, 50)	5
Fits state requirements (2)	3
Coverage of basic topics in areas of gifted education (7, 10, 13, 42, 30, 31, 40, 44, 24)	43
Supplementary factors (18, 20, 34)	7
Treatment of materials/topics (8, 9, 11, 12, 14, 15, 16, 22, 50, 58, 59, 25)	40
Research (60, 39)	3
Recency (26)	6
Other (6, 32, 36, 54, 3, 55)	18

Table 5

Total Times Texts Were Selected

	Number of times text was chosen									
	1	2	3	4	5	7	13	17	18	22
Number of texts	53	8	3	6	2	1	1	1	1	2

Footnotes

[1]The reader should be aware that helpful comments were made for each of the 77 books chosen. The author will be pleased to provide a list of the comments for any listed text upon request and a self-addressed, stamped envelope.

[2]Another text, The Search for Satori and Creativity by Torrance, E. Paul, was chosen by four respondents.